

BETHANY ELEMENTARY

337 Maynard Grayson Rd
Clover, SC 29710

GRADES PK-4 Elementary School

ENROLLMENT 288 Students

PRINCIPAL Cathy McCarter 803-222-4093

SUPERINTENDENT Dr. Vickie W. Phelps 803-222-7191

BOARD CHAIR Frank C. Falls 803-222-9710

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	42	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Excellent	Average	N/A
2003	Excellent	Good	Yes
2004	Good	Unsatisfactory	Yes

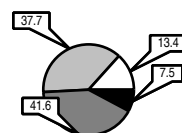
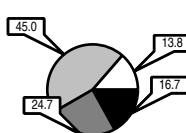
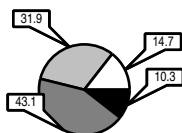
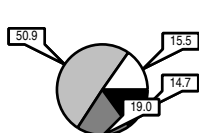
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

50.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	124	100.0	14.7	31.9	43.1	10.3	66.4	Yes	Yes
Gender									
Male	67	100.0	23.8	34.9	36.5	4.8	55.6		
Female	57	100.0	3.8	28.3	50.9	17.0	79.2		
Racial/Ethnic Group									
White	116	100.0	12.8	33.0	43.1	11.0	67.9	Yes	Yes
African-American	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	114	100.0	10.4	33.0	45.3	11.3	69.8		
Disabled	10	100.0	60.0	20.0	20.0	0.0	30.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	124	100.0	14.7	31.9	43.1	10.3	66.4		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	122	100.0	13.2	32.5	43.9	10.5	67.5		
Socio-Economic Status									
Subsidized meals	51	100.0	23.9	28.3	45.7	2.2	56.5	Yes	Yes
Full-pay meals	73	100.0	8.6	34.3	41.4	15.7	72.9		

Mathematics - State Performance Objective = 15.5%									
All Students	124	100.0	15.5	50.9	19.0	14.7	50.9	Yes	Yes
Gender									
Male	67	100.0	25.4	46.0	20.6	7.9	52.4		
Female	57	100.0	3.8	56.6	17.0	22.6	49.1		
Racial/Ethnic Group									
White	116	100.0	15.6	50.5	18.3	15.6	52.3	Yes	Yes
African-American	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	114	100.0	13.2	52.8	18.9	15.1	51.9		
Disabled	10	100.0	40.0	30.0	20.0	10.0	40.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	124	100.0	15.5	50.9	19.0	14.7	50.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	122	100.0	14.9	50.9	19.3	14.9	51.8		
Socio-Economic Status									
Subsidized meals	51	100.0	23.9	56.5	10.9	8.7	39.1	Yes	Yes
Full-pay meals	73	100.0	10.0	47.1	24.3	18.6	58.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	67	100.0	14.8	26.2	54.1	4.9	59.0
	Grade 4	53	100.0	20.0	44.0	30.0	6.0	36.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	60	100.0	8.8	21.1	52.6	17.5	70.2
	Grade 4	64	100.0	19.0	41.3	36.5	3.2	39.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	67	100.0	6.6	41.0	37.7	14.8	52.5
	Grade 4	53	100.0	12.0	30.0	40.0	18.0	58.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	60	100.0	7.0	54.4	24.6	14.0	38.6
	Grade 4	64	100.0	22.2	50.8	12.7	14.3	27.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 288)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.9%	Down from 2.0%	2.5%	2.7%
Attendance rate	96.2%	Down from 96.4%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		3.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.0%	3.5%
Eligible for gifted and talented	16.4%	Up from 9.4%	21.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.5%	Down from 3.2%	7.8%	8.2%
Older than usual for grade	0.0%	N/A	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	66.7%	Up from 65.4%	55.0%	51.4%
Continuing contract teachers	91.7%	Down from 100.0%	90.4%	87.5%
Highly qualified teachers**	80.0%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.7%	Down from 89.3%	88.6%	86.7%
Teacher attendance rate	96.1%	Up from 91.5%	95.2%	94.9%
Average teacher salary	\$44,197	Up 2.0%	\$42,026	\$40,760
Prof. development days/teacher	7.9 days	Down from 10.6 days	10.8 days	12.4 days
School				
Principal's years at school	1.0	Down from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 17.6 to 1	20.1 to 1	18.9 to 1
Prime instructional time	91.0%	Up from 86.7%	90.7%	90.0%
Dollars spent per pupil*	\$7,884	Up 6.4%	\$5,796	\$6,044
Percent of expenditures for teacher salaries*	69.5%	Up from 69.3%	67.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	89.3%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bethany Elementary School serves approximately 310 pre-kindergarten through fourth grade students. The school is located in the rural western section of the Clover School District. In addition to a standards-based curriculum, the school offers a full range of related arts, media services, Spanish in first through fourth grades, computer assisted instruction, reading incentives, extracurricular activities such as Student Council, Safety Patrol, Choir, and Art Club. Additional instructional assistance is provided through Reading Recovery, the gifted and talented program, Brain Boosters, academic assistance, resource, and after school tutorial programs.

High expectations for student performance are evident at our school. Bethany students continue to score above the state average on the Palmetto Achievement Challenge Tests. Bethany received the Palmetto Gold Award from the State Department of Education. Several of our students were published in The Southern Sampler and in local newspapers. Selected students also displayed artwork at the district art show.

The school's immediate challenge is to ensure that all students demonstrate competency in the core academic areas, and that they exhibit the qualities of responsible, respectful, contributing citizens. Staff development opportunities are provided to enhance classroom instruction. During the school year our teachers participated in two after-school professional book studies: What Really Matters for Struggling Readers and A Framework For Understanding Poverty. Character education also plays a vital role in our school. Teachers emphasize a character trait each month. Students are rewarded for displaying good character at our monthly assemblies.

Fostering school/community relationships is a major goal for our students, staff, and parent organizations. Students continue to support the community through participation in service learning projects. These include the Christmas food drive, Hop For Leukemia, aluminum recycling project, Adopt-a-Whale program, and a Protect the Rainforest project in connection with Earth Day. Bethany received grants from Duke Power totaling \$2000.00 and Clemson University totaling \$750.00 for the outdoor classroom and environmental area adjacent to the school. SIC, parent volunteers, students, and Duke Power employees are working together to complete this project. Our volunteer program has continued to be very successful. The highlight of our volunteer work is the school's Lunch Buddy program, whereby local community leaders donate a lunch hour to spend time with Bethany students each week.

Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community, we continue to be "Bethany's Best!"

Tony Caricari, Principal

Jeanine Schreiner, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	63	28
Percent satisfied with learning environment	95.8%	88.7%	96.4%
Percent satisfied with social and physical environment	95.8%	73.8%	96.3%
Percent satisfied with home-school relations	91.7%	85.7%	78.6%

*Only students at the highest elementary school grade level at this school and their parents were included.